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ABSTRACT

There are 100 entries in this annotated bibliography of selected educational materials published in Pakistan from July through September 1976. Most of the materials are taken from journals, newspapers, and government publications. Arranged alphabetically by author in 21 categories, the entries cover topics including educational administration and finance, educational planning, elementary and secondary education, examinations, health education, language teaching, literacy, psychology, students' problems, teacher education, technical education, textbooks, and a special section on higher education. A writers' index concludes the bibliography. (AV)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

IN PAKISTAN

Vol. 10 No.3, 1976

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CONTENTS

1.	ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION . . .	1
2.	DEVELOPMENT OF EDUCATION . . .	2
3.	EDUCATION GOALS . . .	4
4.	EDUCATION PLANNING . . .	7
5.	EDUCATION REFORMS . . .	9
6.	ELEMENTARY AND SECONDARY EDUCATION . . .	11
7.	EXAMINATIONS . . .	13
8.	HEALTH EDUCATION . . .	17
9.	LANGUAGES, TEACHING OF . . .	17
10.	LIBRARIES . . .	19
11.	LITERACY . . .	22
12.	PHILOSOPHY OF EDUCATION . . .	23
13.	PSYCHOLOGY . . .	23
14.	STUDENTS' PROBLEMS . . .	24
15.	TEACHER EDUCATION . . .	25
16.	TEACHERS . . .	26
17.	TEACHING METHODS AND MEDIA . . .	31
18.	TECHNICAL EDUCATION . . .	32
19.	TEXTBOOKS . . .	34
20.	GENERAL . . .	34
21.	HIGHER EDUCATION (Special Section) . . .	37
22.	WRITERS' INDEX . . .	48

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ADMINISTRATION, ORGANIZATION AND FINANCE OF EDUCATION

1. AHMAD, Mahboob. City Schools --- Dawn (Karachi) August 31, 1976.

The limited financial resources stand in the way of equipping the state-run institutions with basic tools and facilities like laboratories, libraries, play-grounds, and adequately qualified teachers. One of the sectors of anxiety is the quality of textbooks prescribed and printed by the State Textbook Boards. The material written in English for lower classes, for instance, is more often than not a mixture of jargon and grammatical howlers, apt more for provoking laughter than for imparting education. Surely, the Government has the moral responsibility for maintaining decent standards of education at all levels. Publishing standard and unimpeachable textbooks are the prerequisite for this.

2. KHAN, M. Nusrat. Meyaar-e-Ta'aleem Aur Nationalised Schools (Standard of Education and Nationalized Schools) --- Hurriyat (Karachi) June 22, 1976 (U).

It is generally agreed that the standard of education has fallen considerably after nationalization. The question is who is responsible for this state of affairs, the teachers or the policy makers. Formerly, teachers used to pay personal attention to every student atleast with no better motive than to preserve their service. They were punctual and thought twice before asking for leave.

After nationalization the situation has changed. Feeling that their services are secure, they have become irresponsible. This sluggishness among the teachers could be controlled by the School Educational Council. The Council's supervision would make the teachers active and sincere in their profession, and the standard of education would improve.

3. NISAR, Naushaba. Ta'aleem, Talibilm Aur Asateza (Education, Student and Teachers) --- Jang (Rawalpindi) September 5, 1976 (U).

The deteriorating standard of education in our institutions demand immediate attention. As a first step, we should admit all students who have passed the previous examination. Then,

we should change the present system of examination, which is not true criterion for judging the merit of a student.

At present, every institution has its own laws and regulations about admission. Uniform rules and regulations should be framed for each category of subjects and should be strictly enforced. In view of the the present situation, however, every institution should be allowed some measure of freedom of action in this field. This will bring the students closer to the teacher.

4. YOUSUF, Samina. Admission to School --- Dawn (Karachi) May 25, 1976.

The toughest problem for the students now-a-days is to secure admission to a school. With the nationalization of education and the general awakening among the masses, there is an unprecedented rush for admission, especially by the lower middle class. Education authorities have been caught napping. Their face-saving statements, assuring each and every candidate admission to the schools, creates false hopes in them and adds to the confusion. The most pathetic situation is in the girls' schools where men throng around the lady administrator. What has actually been missed is to grasp the correlation of the output of the primary schools with the absorption capacity in the lower secondary schools, and of the output of the lower secondary schools with the absorption capacity of in the secondary schools. With the increase in primary education liabilities the chain of consequences in the higher-level classes should have been foreseen. Nationalization of education has many facets, and provision of funds is the most important of all. The colossal expenditure is all consumed in salaries, and little is left for the opening of new schools.

DEVELOPMENT OF EDUCATION

5. MAHMOOD, Akhalaq. Sooba Sarhad Mein Farogh-e-Ta'aleem (Promotion of Education in N.W.F.P.) --- Jang (Rawalpindi) August 17, 1976 (U).

During the last four years or so, much progress has been made in the field of education. The establishment of the Gomel University in Dera Ismail Khan, the opening of new departments in the Peshawar University, and the establishment of a medical

complex are some of the recent achievements. Two important centers, namely, Central Asian Studies and Pakistan Studies, have been opened, and two hostels for the tribal students have been established to accommodate two hundred male students and one hundred female students. The Federal Government has also sanctioned the building of one more hostel for female students. A computer has been installed in the Engineering University. Semester system has been introduced to improve the system of education. Ninety-two primary schools have been raised to the status of middle schools, and 11 middle schools have been raised to the status of high schools during the financial year 1972-73. The government has also given importance to technical education in the province. Further, the Polytechnic Institute at Peshawer and the Commercial Institute at Chitral have been provided with necessary equipment and apparatus.

6. TAMERKHELI, Saeeda. Education Facilities in Baluchistan Expanded --- Pakistan Times (Rawalpindi) July 24th, 1976.

Education has made remarkable progress in the development program in Baluchistan. The following statement shows the achievements in the sector from the year 1971 onward: 1) Six hundred and fifteen new primary schools were opened, 450 primary school buildings were constructed, and 200 additional primary school teachers were employed. 2. Ninety primary schools were converted into elementary schools and 32 middle schools were upgraded to higher standard. 3) Twenty new Inter Colleges were established. 4. Book banks were established in all high schools, colleges, polytechnic institutes, commercial institutes and Bolan Medical College, Quetta for the benefit of poor students. 5) B.Com. and B.Ed. classes were started by the University of Baluchistan for 130 graduates in Commerce and Education. 6) Two new Teachers Training Schools were established, and additional teaching and residential accommodation was provided in the three remaining Teachers Training Schools for Primary and Middle School Teachers. 7) A Curriculum Development Cell was established and curricula upto VIII class in all subjects were revised. 8) An experimental program of adult education was started in 1974-75 at three centers, 2 for men and 1 for women. 9) A Textbook Board was established to produce books up to Matriculation standard.

7. AKBER, Ehsan. Ta'aleemi Darsgahon Mein Takhleeqi Sargarmion Ka Meyaar (Standard of Creative Activities in Educational Institutions) --- Jang (Rawalpindi) August 12, 1976 (U).

At the moment educational institutions have become political rendezvous, where students and teachers are pitched against each other. No love is lost between the two groups, and the atmosphere is anything but educational. The students have no interest in textbooks or, for that matter, any other books. The students do not take their studies seriously. On the other hand, almost every teacher is pre-occupied with his own self. The root of all these evils is one, our outmoded system of education.

In order to improve the situation, the whole system should be overhauled. And this has to be done from the primary level. The syllabus from primary to higher level should be so revised as to enable and encourage the teachers to play their appointed role in the field of education.

8. AHMAD, Kamaluddin. Purposeful Education --- Dawn (Karachi) July 26, 1976.

The question that ought to be pondered by the students, parents and educational authorities relates to purposeful, target-oriented education. Normally, those who secure good results should look forward to the pursuit of higher studies. Actually, however, everyone is eager to take a chance in the hope of somehow making the grade. This is the result of ingrained traditional attitudes and ill-conceived preferences. That is why the two dozen vocational institutions in the country receive only 2000 enrolments against a capacity of 9600 seats.

Obviously, traditional values and a false sense of respectability stand in the way of much-needed expansion of technical and vocational education in the country. Yet this hurdle can be overcome if a positive effort is made and ample incentives are offered. The establishment should chalk out a crash plan which will meet the internal requirements for literate-cum-skilled hands as well as the demands of the export market.

9. AHMAD, Nasir. Nasl-e-Nau Ki Ta'aleem (Education of the New Generation) --- Nawai Waqt (Lahore) July 24, 1976 (U).

Our system of education should be based on Islam, and our new generation should be enlightened on the Islamic teachings.

Urdu should be made the medium of instruction throughout Pakistan, and arrangement should be made for translating scientific and technical books into Urdu. Quran, Hadith, and Islamic Jurisrudence should be made compulsory for all students. Educational institutions should not be allowed to become political platforms and politics should be discouraged in the educational institutions.

The syllabus for female students should be so devised as to prove a help and not hindrance to them in their domestic life. Co-education should not be encouraged. It has already done much harm to our students.

10. BIRJIS, Sitara. The Real Test of Education --- Morning News (Karachi) August 29, 1976.

Progress in the human resources of a developing country depends in a large measure upon its education system. The school's responsibilities for manpower development are three-fold: 1) To provide education and training for people who lack marketable skills or are employed below their capabilities, while job vacancies remain unfilled for lack of qualified workers. 2) To give students the best preparation for work and life. 3) To provide for continuing education and updating of skills throughout the working life of the individual.

The concept of education's role in our society differs from man to man. For some; the major function of education should be to bring everyone to a given standard of performance in reading, writing, and arithmetic. Others insist that the essential function of public education should be to enable each person to attain his full potential. The individuals holding this view of education insist that the schools should help a person achieve optimum talents and interests. School is of no use if the talent of each child is not sought out and developed, and the goal not achieved.

11. KAZMI, Hasnain. Qaumi Zindagi Aur Ta'aleem (National Life and Education) --- Jang (Karachi) June 29, 1976 (U).

After independence the number of educational institutions in Pakistan has increased in proportion to the number of educated people. The present government has taken some revolutionary steps to spread education in the country.

Education has been made free up to Matric. The Government has also met the demand of both the teachers and the students for the nationalization of all private schools and colleges. In spite of all these measures we cannot yet claim that all has been done in this connection and that the new generation is being educated on correct lines. Character building, which is the most important purpose of education, remains ignored as ever before. Teachers have limited themselves to the mere teaching of prescribed books to the students without paying any attention to the building of their character. It is unfortunate that with rare exceptions our educational institutions attach no importance to this matter.

12. KHAN, Nawab Allah Nawaz. Difficulties that Confront Educationist --- Pakistan Times (Rawalpindi) August 22, 1976.

The greatest good that the schools and colleges can do to young men is to make them good citizens of the future who can think, feel, and act for themselves. As in everything connected with education, ultimately we have to turm to the teacher for guidance and help.

The greatest problem in Pakistan is education for social change which alone can combat social conservatism and tradition and build a common culture for Pakistan. This type of education given under proper guidance will produce a progressive nation capable of competing with other advanced countries of the world. The main problem is the creation and development of student teacher discipline and an atmosphere of self-control and self-reliance in the young students. This can be done by a number of groups selected from among the teachers and students who should act as a buffer between the antagonistic groups of students, and try to narrow down their differences with goodwill, affection, and persuasion.

13. MURTAZA, K.G. Nazariati Sarhaden Aur Nizam-e-Ta'aleem (Ideological Frontiers and System of Education) --- Nawai Waqt (Lahore) June 23, 1976 (U).

It is but natural that an ideological state should have a system of education based on ideology. This is so in the People's Republic of China and it should be so in Pakistan as well. Unfortunately, however, the case is otherwise. This does not mean that our educational institutions should ignore

scientific and technical education.

Primary education in our schools needs to be reoriented. In China, primary education enjoys supreme importance, and it is because of this that the students there maintain very high standard throughout their educational career. To start with, we should reduce the number of books prescribed at present for the primary classes. Fewer books and better teaching will produce better results in the examinations.

14. QUADRI, Mohammad Shabbir Ahmad. Hamara Nizam-e-Ta'aleem (Our Education System) --- Nawai Waqt (Lahore) July 11, 1976 (U).

The modern system of education does not encourage religious teaching. Science has become all-important. Scientific and technical education should, of course, have an important place in our educational institutions, but not at the cost of religious knowledge.

Teaching and learning of theology should be made compulsory from primary to higher levels in all educational institutions. Thanks to our devotion to secular education to the exclusion of religious knowledge, we have lost our national identity. We look to Europe for the remedy of all evils.

EDUCATION ,PLANNING

15. AHMAD, Salim. Satter Fisad Nakaam (Seventy Per Cent Failure) --- Imroz (Lahore) July 26, 1976 (U).

The results of the Intermediate examination held by the Secondary Board are a clear proof of our defective educational system and the declining standard of teaching. No fewer than seventy per cent of the students have failed in the examination. Still worse, out of thirty-six thousand candidates, only fifty-four were awarded Grade A. Nobody could swallow the argument that about thirty thousand students who failed were all dullards.

The responsibility for this sad state of affairs lies on our defective system of education and the teachers. It is generally felt that unless the teachers accept the fact that the failure of their students means their own failure, the situation would

not improve. The management of such institutions where the failure percentage is very high should also give serious thought to this matter.

9. BALOCH, N.A. Brain Drain: The Problem and the Perspective --- The Varsities (Karachi) Vol.1(4)-10. July-August, 1976.

A general notion prevails that Pakistan is facing the problem of brain drain. It is argued that the rate at which qualified and trained personnel are leaving the country is alarming. This calls for a thorough study of the problem without which the actual extent of brain drain, its impact on employment policies, or its implications for pay structure and salary scales cannot be fully assessed.

It has to be recognized that brain drain is not a simple but a complicated and multi-dimensional problem. The term, as understood today, means a specific view with a somewhat negative stance. It has to be more accurately defined for a better understanding of its basic concept and its implications in a broader perspective. It is said to be a universal phenomenon and for all times. In the absence of any given context, brain drain is a misnomer. It is argued that brain drain is also a gain if properly regulated. The different aspects of the problem and the suggestions for its solution are also discussed.

17. HUSAIN, Ahmad. Towards Purposeful Education --- Morning News (Karachi) July 4, 1976.

The new policy formulated by the Government lays greater stress on the expansion of education at the lower or primary level and makes higher education selective. Broadening the base of education is essential for achieving the goal of socio-economic development of the country. The illiterate millions have to be turned into literate and useful members of the society.

Education in the present socio-economic setup of the country has to be purposive. The National Bureau of Curriculum, recently set up by the Government, has prepared new syllabi for the schools. These syllabi have agro-technical bias because general education will serve no useful purpose. In Pakistan, as in most developing countries, there is a great demand for skilled and technically qualified persons to man the industries, plants, and agricultural sector that is fast becoming machanized and scientific.

EDUCATION REFORMS

18. AURANGZEB. Agro-Technical Ta'aleem (Agro-Technical Education) --- Mashriq (Lahore) August 6, 1976(U).

It has been emphasized in the new education policy that students should be persuaded to take to technical education in increasing numbers both at school and college levels. The new education policy has recommended the opening of Home Economics and Agro-technical courses right from class VI. The syllabus has been prepared in the light of the recommendations, but the Textbook Board has not yet published the required books. Strangely enough, the teaching of this course has already started in about 14 hundred schools.

It is yet to be decided how examination papers would be set for this subject. With the start of Agro-technical education, another problem has crept up, that is, how to distinguish the present courses of Polytechnic Institutes and those of the Agro-technical schools, because both are one and the same, especially for classes VIII and IX.

19. BARLAS, Masoodul Hasan. Nizam-e-Ta'aleem (System of Education) --- Nawai Waqt (Lahore) September 1, 1976(U).

The following suggestions may help improve the standard of education in our country: 1) Only suitably qualified persons should be appointed as teachers, and refresher course should be arranged for them from time to time. 2) The present system of examinations in schools, colleges, and universities should be so changed as to remove the possibility of any resort to unfair means in the examination halls. The holding of compartmental examination has also given rise to many evils. 3) Admission to colleges should be restricted only to the talented students. Those who lack the talent should be encouraged to take up technical and commercial education. 4) Due importance should be given to periodical examinations in colleges. Those who fail in all subjects in these examinations should not be promoted to the higher class. 5) Students should be discouraged from changing their subjects of study twice and again.

20. BISMIL, Mumtaz Hussain. Nizam-i-Taaleem Ki Islah (Reform of the System of Education) --- Nawai Waqt (Lahore) August 11, 1976 (U).

The first and foremost need in connection with the reformation of our system of education is that the teachers must realize

and honestly perform their duties and try to do everything possible for the good of the students. Next comes the schedule of work for the teachers. The best course is to prepare a fortnightly syllabus for each subject and to circulate it among the teachers and the students. There is no denying the fact that nothing can be done without proper vigilance. A vigilance team should be formed to visit every institution twice a month and examine the work done by the teachers. One of the major causes of the rapid decline in the standard of education is sale of guess papers and test papers. It is the duty of the teachers to warn the students against the use of this material. The use of unfair means in the examination halls has become only too common in our country. These malpractices should be curbed with a firm hand.

21. JAMAL, Anwar. Nai Ta'aleemi Policy (New Educational Policy) --- Masawat (Lahore) August 4, 1976 (U).

Although all standard colleges in the country have been nationalized in persuance of the new educational policy, the Edward College of Peshawar has been left high and dry. After the nationalization of colleges, the salaries of teachers have been raised and new facilities have been provided to them. But, strangely enough, the staff of the Edward College, Peshawar, has been left out of this dispensation. All teachers, except those of the Edward College, have recently been awarded five advance increments. It is but just and expendient for the authorities to take more interest in this college and treat its teachers as co-equals of the teachers of other colleges.

22. USMAN, Mohammad. Meyar-e-Ta'aleem (Standard of Education) --- Imroz (Lahore) August 1, 1976 (U).

It appears from the examination results in general that the standard of education is on the decline. The question is how to raise the standard of education, and what methods should be adopted to touch the seventy percent target of passes. There is no denying the fact that the present government is committed to universal education in the country.

Unfortunately, however, very little has been done to raise the standard of education. There are three basic prerequisites for the improvement of our system of education 1) Providing correct and sincere leadership in the field of education in

general and in the profession of teaching in particular. 2) Keeping educational planning from the strong hold of red tapism. 3) Raising the emoluments of teachers to a respectable level and, at the same time creating effective machinery of accountability. Only schemes and paper plans cannot revolutionize any system of education. What is needed is well thought out planning and strict and timely action.

ELEMENTARY AND SECONDARY EDUCATION

23. AHMAD, Mohammad. Ibtedai Ta'aleem (Primary Education) --- Hurriyat (Karachi) June 30, 1976 (U).

In 1972 the present government had chalked out a program for the extension of educational resources. It was expected that through this program primary education for boys would become universal by 1980, and secondary education for both boys and girls would become universal by 1985. But according to the government announcement made last September, the implementation of the program has been delayed for three to five years. It means that during the next twelve years 9,500,000 children would be provided necessary educational facilities only at primary level. For this purpose 93,000 school buildings would be constructed at a cost of 14 billion rupees. At present, however, the future of school education is not promising. The grip of bureaucracy in our country over the matters of curriculum and the method of education is very strong.

24. AHMAD, Riaz. Primary Aur Fanni Ta'aleem (Primary and Technical Education) Jang (Karachi) June 30, 1976 (U).

The Federal Education Minister has made a welcome announcement that an autonomous body is to be set up to suggest educational, administrative, and financial measure for making primary education open to all. We would add that steps should also be taken to make this education more purposeful and technical. It has been decided to establish twenty five trade schools in the vicinity of the agricultural and industrial centers. These schools will train the students in various trades.

This project is the first phase of the greater plan which aims at devising means for attracting the students to various technical professions. The making of primary education

compulsory for all, and the popularization of technical education in the country are the urgent needs of the day. Our country's progress depends on high percentage of literacy. Unless illiteracy is minimized in the country, we cannot attain our rightful place in the comity of nations.

25. AMINUDDIN. Karachi Mein Ibtedai Aur Sanvi Ta'aleem (Primary and Secondary Education in Karachi) --- Jang (Karachi) June 20, 1976 (U).

In connection with the problems faced by the primary and secondary schools of Karachi, the following suggestions deserve attention: 1) The Education Department should be made responsible for primary education. 2) The first shift in all primary schools should be exclusively devoted to the primary classes and the second shift to secondary and lower secondary classes. 3) No school should be run in one shift only. 4) An enquiry should be conducted to find out why some of the institutions have been transferred to their previous owners after nationalization.

These are some of the suggestions which need immediate attention if we want to remove the defects from the primary and secondary schools of Karachi. Year after year the number of students in primary and secondary schools is growing, but nothing is being done to ease the situation.

26. AZIZ, A. Schooling --- The Sun (Karachi) June 8, 1976.

It is but natural that every parent should want his children to be educated in the best possible institution. But the respect in which English medium schools are held in our country is altogether misplaced. If we carry on with it, we will be soon producing a generation of faultless English speaking people but avowed haters of manual labor. Most of our educationists, lawyers, doctors, etc. were educated in the now hated Urdu-medium schools. In fact, some judges of the Lahore High Court were educated in the Islamia High School. So under the circumstances it would be wise on our part to first consolidate whatever institutions we have before thinking of opening new ones for which we have neither fully qualified staff nor other necessary resources. We should start second shifts in all schools, primary as well as secondary, and made use of mosques for educational purposes.

27. PERVEEN, Nuzhat. Primary Ta'aleem (Primary Education) --- Jang (Karachi) June 4, 1976(U).

The system of teaching in our schools has become just a formal practice. The teacher does the teaching, and the students do the listening. No close relationship exists between the teacher and the student. Paradoxically enough, almost all the teachers are duly trained for their job. Moreover, teaching aids, for instance chart models, pictures etc., are simply not found in any school. The system of examination should be changed before introducing practical teaching.

The sole aim of the students is just to get through the examination. In order to make primary education more effective and purposeful, the following factors should be taken into account: 1) The number of students. 2) Punctuality and discipline among the students. 3) Character of students. 4) Cleanliness. 5) General knowledge. 6) Extra-curricular activities. All these should be recorded by the teachers and marks should be allotted to them accordingly.

EXAMINATIONS

28. ADIB, Syed Mazhar Ali. Imtehani Savalaat (Questions for Examination) --- Imroz (Lahore) August 27, 1976 (U).

One of the main reason for the failure of a student consist in the way in which the question paper is set. More often than not, it has nothing to do with the syllabus. The examination paper only serves to confuse his mind in the examination hall, because he finds that nothing of the kind has been taught by the teachers.

Sometimes the questions are such that their answers are very short. Such examination papers have become a real problem for the students. When they raise a hue and cry against such papers in the examination hall, they are either asked to leave the hall or expelled from the examination. This policy needs a drastic change. The teachers should see to it that the students are put only those questions, the answers of which have been covered in the classroom.

29. AHMAD, Riaz. Najaiz Zarai Ka Istemal (Use of Unfair Means) --- Jang (Rawalpindi) September 3, 1976 (U).

The increasing use of unfair means in examination halls has adversely affected the standard of education. This evil

practice gives a definite advantage to dishonesty over honesty and to lazoneses over hard work. It is reported that in many cases the invegilators actively help the culprits in their misdeeds.

Majority of students openly copy from the books under the invigilator's nose. This state of affairs makes a farce of the entire system of examination. The tragedy is that the authorities are in the know of it and prefer to sit idle by. This state of affairs is harmful for the future of education in the country.

30. AHMAD, Riaz. Semester System --- Dawn (Karachi) April 26, 1976.

The university authorities are requested to come to the rescue of students who are employed and cannot carry on with their studies under the new semester system. Many students had been already forced to abandon their studies before the introduction of this system for financial reasons. There was a time when the University of Karachi used to allow students to appear as private candidates if they had attended classes for some time. But this facility was later cancelled. Whole-time study is not possible for many employed persons who are eager to acquire further education.

Benefits of an old course have always been extended to students. For example, the old Bombay course was in use with the Sind University for many years. But the Karachi University does not allow students to take examinations involving practicals as ex-students. It is wrong to bar the students who have attended classes for a fairly long time from taking examinations.

31. AIMI, Masih. Hamaray Mumtahin (Our Examiners) --- Jang (Karachi) May 30, 1976 (U).

The present system of examination needs to be entirely overhauled. One of the defects lies in the method of evaluation of answer papers. Really good students find themselves always at a loss in the present system.

The appointment of examiners and invigilators needs careful attention. The examiners have ceased to bother at all about the future of a student. They give pass marks even to a dullard who bribes them or comes with a suitable recommendation

and maliciously drop one who has not resorted to either of these tricks. It is a common practice that the teachers do not check the answer books themselves. They conveniently assign this work to some of their students. Such examiners are the greatest menace to the really good students.

32. ALI, Ahmad. Semester System --- Dawn (Karachi) April 19, 1976.

The replacement of our old, tried, and tested quarters, terms, or what we call the academic session, holds little promise of a change for the better in our system of education. The key question is: how does it fit into a system of education where public examinations still remain the sole and final determining factor of the academic achievement of a student. In a true system of semester a course may be repeated in each semester in a year for the benefit of those who fail to register for it in the earlier semesters. Each semster is supposed to be an independent unit in an academic year. A student has to be registered afresh before the commencement of the semester, and it is possible for him to register for it any time during the year. Theoritically speaking, a student can register for a Degree and Intermediate courses at the same time. A student is dropped from a course if he is absent for six or more days during a semester. He has to register for it in the next semester, if the course is offered. The teacher is the final judge.

33. NIAZI, Mohammad Aslam. Semester Sistam (Semester System) --- Nawai Waqt (Lahore) September 2, 1976 (U).

The system of examination in our country is extremely defective and outdated. When a student looks around himself in the examination hall and sees that cheating from the books is freely going on, he loses all faith in intelligent and honest work. The evaluation of answer books also is haphazard and some times dishonest.

It is, however, heartening to see that semester system has been introduced by the Government. This system is to be introduced throughout the country. But it will succeed only if the teachers change their attitude. At present our teachers are not ready for any revolutionary change. It is unfortunate that there is no institution where a record of the aptitude of students is kept.

Only those students should be selected for higher education who secure a good division in the matriculation examination, and others should be encouraged to seek admission to vocational institutions.

34. RIZVI, Nasir. Imtehani Nata'ij (Examination Results) --- Imroz (Lahore) August 6, 1976 (U).

Unfortunately, the pass percentage in examinations has been continuously on the decline for the last few years. This year the percentage of successful students in the intermediate examination is only 24.3. This must have given some anxious moments to all, the students, the teachers, and the parents. In our country, majority of students come either from the poor or from the middle class families. They can hardly afford to lose their money or time. On the other hand, the high percentage of failures damages the prestige of our educational institutions.

Teachers are no less responsible for this state of affairs. The educational system cannot improve without their active and wholehearted cooperation. They play the key role in the success of a student. If the teachers are sincere in their efforts, there is no reason why the students would fail.

35. Selected Recommendations of a Study Group on Examinations in the Universities --- The Varsities (Karachi) Vol. 1(3): 27-28, May-June, 1976.

The University Grants Commission constituted a study group in 1974, to examine the problems of examinations in the universities and to propose measures to improve and replace it with the Semester System. To obtain the views of knowledgeable persons the members of the Study Group met the vice-chancellors, members of syndicates, deans of faculties, principals of colleges, representatives of teaching staff and students, and specialists in the field of examinations.

After a careful appraisal of the public examinations, the Study Group has concluded that the old system has almost completely broken down and has become a venture of diminishing returns. It is agreed on all hands that it should be changed. A resume of selected recommendations of the Study Group is provided.

HEALTH EDUCATION

36. JAVED, ARSHAD. Physical Education --- Musawat (Lahore) September 15, 1976 (U).

It is gratifying to see that physical education is becoming increasingly popular in Pakistan. There is a growing demand from the students for the introduction of Health and Physical Education at school and college levels, throughout Pakistan. At the moment the government has arranged to provide this education up to the F.A. classes. It is hopped that arrangements will soon be made to extend it to the graduation level. It is regretted, however, that this important subject has not been introduced in M.A. Classes. When subjects like Library Science and Music have been introduced in M.A. classes, there seems to be no reason why the subject of Physical Education should not be introduced in the post-graduation courses.

LANGUAGES,TEACHING OF

37. ADIB, Syed Mazher Ali. Angrezi Grammer Mein Talaba Ki Nakami (Student's Failure in English Grammer) --- Imroz (Lahore) July 23, 1976 (U).

Generally, there is no regular arrangement for teaching grammer upto the middle school level. This subject begins from class IX. The method of teaching grammar is unscientific and outmoded. Some of the students get through the matriculation examination with their own personal efforts and application, but when they enter college, they find themselves up against insurmountable difficulties.

The following suggestions are made: 1) Teaching of grammer should be made compulsory from Class VI. 2) Due emphasis should be laid on translation work. 3) Students should be discouraged to memorize any lessons. 4) They should be asked to answer questions in their own language and not to copy it down from the book.

38. AFZALUNNISA, Begum. English Language Teaching --- Morning News (Karachi) July 22, 1976.

The standard of English in our institutions is very low. This

is so mainly because the teachers are poor both in matter and language. It is surprising that teachers who did not offer English for their degree examinations are asked to teach the subject. Naturally, they are unable to "teach" the textbooks properly, and the period passes away in rapid reading or dictation of notes prepared from the "Sure Success Keys". Therefore in order to raise the standard it is suggested that the English language must be compulsory up to the degree classes so as to produce the desired results. Unless this is immediately done, it is genuinely feared the standard of education would continue to deteriorate at all levels. What is more, the percentage of failures would rise every year.

39. AHMAD, Pervez. Angrezi Nisab (English Syllabus) --- Nawai Waqat (Lahore) July 25, 1976 (U).

A committee of the Federal Ministry of Education has recommended the compilation of new English textbooks for Primary, Middle and High Schools. This recommendation has been made in view of the fact that the syllabus prepared during the British rule over India has become hopelessly outdated and out of tune with the demands of modern age. The real problem lies not in deciding as to what kind of changes are required in English text books but in pinpointing the causes of the high ratio of failures in the Matric, F.A., and B.A. examinations despite the fact that English has been made a compulsory subject and that more than ordinary attention is being paid to the teaching of this language.

40. HUSAIN, Manzoor, Matric Mein Angrezi Lazmi Kium (Why English Compulsory in Matric) --- Imroz (Lahore) July 1, 1976 (U).

English, as a compulsory subject in our syllabus, has become a stumbling block for our students. The authorities do not care to take into account wastage of time, money and energy that a student has to suffer when he fails in this foreign language. It is high time that English was done away with as the medium of instruction in our country. The percentage of failures is ever on the increase, and if our basic education is to be meaningful at all, English should be dispossessed of its undue importance. It may, of course, be taught as a separate optional subject, like any other foreign language, to those who want to learn it. There is no sense in continuing English as a compulsory subject upto Matric.

LIBRARIES

41. ABBAS, Zafar. University Library Kay Masa'il (Problems of University Library) --- Mashriq (Lahore) July 23, 1976 (U).

The recent announcement that fifty thousand libraries will be set up throughout the country, looks nice on paper, but when one looks at the deplorable condition one begins to doubt the wisdom of this step.

The shortage of important reference books in almost all the departmental libraries has become proverbial, and in spite of the outcry of the students nothing has so far been done to relieve the paucity of books.

The following problems of the librarians need immediate attention: 1) The new education policy, as well as the Inter-University Board has clearly recommended that teaching status should be given to the University librarians. But no practical steps have so far been taken on this matter. 2) All university librarians should be given Grade No. 17. 3) Those who hold M.A. Degree in Library Science should immediately be given Grade-17 with five advance increments.

42. ALI, Syed Nazir. Librarians of Sind Colleges --- The Sun (Karachi) April 6, 1976.

Some problems of the librarians of colleges in Sind are summarized as under: 1) College librarians of Grade 17 are at par with the lecturers. But the librarians have been totally denied the five advance increments granted to the lecturers. 2) The Government of Sind has recently issued orders to regularizing the ad hoc appointments of lecturers. The appointments of librarians should also be regularized. 3) The librarians in Grade 17 possessing Master's Degree in Library Science are at par with the lecturers in respect of qualifications, status, salary etc. According to University Code, Master's degree is the minimum qualification for the appointment of lecturers in colleges. So, only Master's Degree in Library Science should be accepted as the minimum qualification for the appointment of librarian in the colleges, and the post-graduate Diploma holders in Library Science should not be appointed in colleges even in Grade 16. 4) As the basic function of the Librarians and Lecturers is one and the same,

that is to impart education to students, the librarians should be re-designated as lecturers in Library Science for all purposes. 5) One of the objects of the education policy was to improve the poor condition of college libraries; but nothing significant has been done so far in this behalf. Immediate arrangements should, therefore, be made to provide sufficient space, reading materials, equipment, and staff for the improvement of library services and the standard of education.

43. AURANGZEB. Pakistan Ki Sab Say Bari Aur Qadeem Library (Pakistan's Biggest and the Oldest Library) --- Mashriq (Lahore) September 3, 1976 (U).

At the moment the Punjab University Library has as many as 350,000 books of different languages. This valuable collection includes quite a good number of old manuscripts and reference books. But unfortunately there are no proper arrangements for maintaining the stock in good trim. Even the teachers have lost interest in the library.

The basic problem this library faces today is the shortage of space at its disposal. It has to rist contented with the space allotted to it a hundred years ago. The plan for a new building of the library is under consideration since long. The work is yet to start.

The funds for the purchase of new books and magazines are only too poor. In other countries five per cent of the University fund is reserved for the purchase of books and magazines. All this shows how far the University management is serious about the maintenance of the country's biggest and the oldest library.

44. BALOCH, Nasim. Punjab University Library Kay Masa'il (Problems of Punjab University Library) --- Musawat (Lahore) July 12, 1976 (U).

The importance of a library cannot be ignored. In Pakistan, however, libraries are considered an unnecessary appendage to the educational institutions.

The Punjab University Library is the oldest and the greatest library in the country, but very little attention has been paid to make it an up-to-date repository of knowledge. In this institution, cataloguing of books, particularly of reference need

attention. This library contains no complete set of the Urdu Encyclopedia or the Encyclopedia of Islam. This is all due to the carelessness of the librarians concerned. This is so perhaps because they are low paid and carry no status. In order to make the library up to date and attractive to the readers, the authorities should appoint highly paid and fully qualified librarians. This library is the biggest and one of the oldest institutions in the subcontinent and it should be a model for other libraries in the country.

45. MURSHID, Khalid. Punjab Public Library Kay Halaat (Conditions of Punjab Public Library) --- Mashriq (Lahore) August 9, 1976 (U).

The Punjab Public Library is one of the oldest libraries in the country. At the time of independence it was stocked with a good number of valuable books but since then a great number of manuscripts and reference books have disappeared. Every Pakistani has the right to demand that this national heritage must be preserved, and every librarian is duty bound to do as demanded. But the situation here is hopeless, to say the least. The librarians are indifferent to their duties. Books are being lost in a continuous stream. It has also been brought to the notice of the authorities that some of the valuable books have lately appeared in a shop. This is nothing new with us. The report of the theft of books from this library was brought to the notice of the authorities, but no steps have so far been taken to recover the books.

46. RASHID, Mohammad. Increments for Librarians --- The Sun (Karachi) May 16, 1976.

The government has very kindly granted five advance increments to all teachers of colleges and universities. But it is regretable that librarians have been denied this favor. This discrimination has created discontentment among the librarians as a class.

They play an important part in making available upto-date knowledge to students, teachers, research scholars, and other seekers of knowledge, and to complete this mission they have to work till late in the night. In other advanced countries like the USA, UK and Australia they are regarded as equal in status to professors and even deans. Realizing the importance of librarians in their own field, our education policy-makers recommended that "librarians will be placed on similar scales as

the teachers and lecturers of the institution to which they are appointed". But nothing of the kind has since been done for the qualified, trained librarians.

LITERACY

47. AHMAD, Sajjad. Towards Universal Education --- Pakistan Times (Rawalpindi) July 1, 1976.

The decision to set up an autonomous, high-powered authority to provide the necessary institutional, administrative and financial support to the provinces in their compaigh of promoting primary education is an important policy initiative. The new step can be expected to give a big push to the process of universalization of literacy set in motion by the 1972 Education Policy. Backing this program is a massive scheme for the training of teachers.

This scheme has already been launched. The task can be approached in two ways. In urban areas a system of local committees comprising school administration and representatives of guardians could prove of immense benefit. It can not only help solve the day-to-day problems that arise in the course of running a school, but also act as a means for the mobilization of funds at local levels. The committees to be set up in this connection will also have a salutary effect on educational standards. In rural areas, community participation can be achieved by relating the curricula to local needs. For instance, tree-planting, carpentry, gardening, massonry or any other needed trade could be included in the courses of study. As the construction of school-buildings is the single biggest item of expenditure, thought should be given to the introduction of double-shift system on a statutory basis. No program of universal literacy can prove productive unless it effectively tackles the drop-out problem. The rate of relapse into illiteracy is abnormally high in Pakistan.

48. BUKHARI, Ghulam Husain. Nakhwandgi Kay Khilaf Jang (Combat Against Illiteracy) --- Mashriq (Lahore) July 6, 1976 (U).

The setting up of autonomous institutions for expanding primary and technical education as the first step toward banishing illiteracy from the country is indeed commendable. Primary education tops the list of problems now facing education. Before

setting ourselves to the task of referring the system we should find out definite answers to the following questions: 1) What is the importance and utility of primary education? 2) What are the educational requirements and problems of our country? 3) How we can expand primary and technical education and combat illiteracy? There can be no two opinions about the expansion and importance of primary education. The reasons are: 1) It affects the ratio of literacy. 2) It directly as well as indirectly affects secondary and higher education. 3) This is the stage when a suitable profession can be selected for children in accordance with their natural aptitude, mental inclination, and family background. This is also the time for combating illiteracy and expanding primary education by opening new schools, establishing training institutes for teachers, distributing stationery and textbooks free of cost to poor students, and awarding scholarships to meritorious students.

PHILOSOPHY OF EDUCATION

49. SIDDIQI, Sanaul Haq. Moulana Mohammad Ali Kay Ta'aleemi Nazariyaat (Educational Ideas of Moulana Mohammad Ali) --- In: Moulana Mohammad Ali Johar: Hayat Aur Ta'aleemi Nazariyaat, 127-176. Karachi, All Pakistan Educational Conference. 1975 (U).

Moulana Mohammad Ali Johar started his career as a teacher. Later he entered into the field of politics with all his vigour and devotion. However, he always remained in touch with the problem of Muslim education in the subcontinent and took active part in the creation of Jamia Millia Islamia, the institution which gave a new direction to the education of Muslims. The establishment of Jamia Millia Islamia is a practical demonstration of his educational ideas.

The scheme of Jamia Millia is given in much detail together with its objectives, curriculum, methodoloty and special features. Besides helping in the creation of the Jamia Millia Islamia, Moulana Mohammad Ali Johar also suggested an advanced educational scheme for the Muslim students of the Indo-Pak subcontinent.

PSYCHOLOGY

50. NASRULLAH, Nusrat. Vocational Guidance to the Students --- Morning News (Karachi) August 7, 1976.

Because of the compelete absence of any educational or vocational guidance in our educational system, all that matters to the young

ones is that they must opt for careers that are financially paying. The matric examination is the first major examination in the lives of young students, and significantly enough it is a public examination as well. It has the highest number of candidates and is an important factor in the shaping of a professional career.

There has been a recent newsreport saying that the Federal Government proposes to discourage from higher education those matriculates who clear the matric examination in four attempts. This indicates not only the problem of deteriorating standards, but also the resolve that the authorities have towards finding a solution.

School education needs to be overhauled. The education policy stresses the need for making education more purposeful and diverse to bring about the "fullest utilization of human potential".

STUDENTS' PROBLEMS

51. BHATTI, Mohammad Farooq. Hamara Nizam-e-Ta'aleem (Our System of Education) --- Mashriq (Lahore) July 9, 1976 (U).

The problem of unrest among students has become a world-wide problem. The causes, however, vary from country to country. In Pakistan, the basic cause of unrest among students is the absence of any objective before them. Although majority of them believe in the Islamic ideology, they have not seen it practised in the daily life.

Most of our students come from the poor and middle class families. Their hearts revolt against the rising expenditure on education and the resultant worries of their parents. The defects inherent in our educational institutions pour oil on fire.

The malpractices so rampant in examinations, have dampened the spirits of meritorious students and sapped their interest in education.

52. KHALIL, Anwar. Universities and the Age of Rage --- The Varsities (Karachi) Vol. 1(3): 4-6. May-June, 1976.

Student unrest has become a source of serious concern for

everyone all over the world. The significance of the contemporary student movement is that it is a world-wide phenomenon. It is notable that everywhere students are profoundly dissatisfied with the traditional form and structure of education and are challenging the standards and values of established society. The students while voicing their dissent often carry it to violent extremes.

Students have not always been easy to deal with and have frequently assumed postures which bother the society and disturb the institutions. Examples of student unrest are quoted from history. The writer discusses the various factors responsible for this unrest under the headings: 1) Authoritarian system of education; 2) student power; 3) confusion of interests; 4) irrelevant education; 5) student participation; 6) political rhetoric; and 7) responsibility of educators.

TEACHER EDUCATION

53. AHMAD, Zahoor. Asateza Ki Tarbiyat (Teachers' Training) --- Mashriq (Lahore) July 2, 1976 (U).

Vocational training of all teachers is a prerequisite for the introduction of the new syllabus. The teachers are wedded to the old method of teaching. They cannot be expected to change their old habits overnight and begin to teach the new syllabus in the new way. It is, therefore, necessary to train them in the new method of teaching. All educationists agree that however high the syllabus, it can be taught efficiently by the teachers who know the art and technique of teaching. Of course, care should be taken to put only experts to the job of training the teachers.

54. OSMUND. B. The Teacher Training --- Morning News (Karachi) August 24, 1976.

The B.Ed. Course is actually meant to train teachers for various fields in education. The graduate teachers, whether trained or untrained, later on become the chief policy makers in the field of education. In a nine-month course everything should be carefully cut, dried and packed. The precious time of this course should not be spent on preparatory work, such as making of time tables, admissions, assignments of lectures, and policy making. Because

of immature policies, inefficient organization, and lack of vision, the whole course at Lyallpur has become uninteresting and fruitless. There was no permanent staff during the last scholastic year. The bulk of the lecturers held temporary appointment and therefore never took their work seriously. In less than nine months five different lecturers for English, four Urdu, three for psychology, three for school administration and two for Islamiat took their term of work. Some lecturers entertained no questions from the students for obvious reasons.

TEACHERS

55. AHMAD, Khurshid. Ad hoc Lecturers --- The Sun (Karachi) May 26, 1976.

One is really shocked to see the plight of college lecturers working on ad hoc basis. They have, indeed, a very rough and trying time. Even after serving for a full college session, and sometime more, the sword of termination of their services keeps hanging over their heads. They are appointed after keenly conducted interviews by the Directorate of Public Instruction, but their successful performance all along does not save them from the insecurity inherent in the ad hoc arrangement. Ad hoc lecturers with as many as two years of service have to face disappointment with the Public Service Commission as against the raw hands.

It is only fair that the system of ad hoc appointments should be stopped forthwith, and all the lecturers who have served for full one session should be confirmed in their service.

56. AHMAD, Mohyuddin. Ustad Aur Meyaar-e-Ta'aleem (Teacher and Standard of Education) --- Nawai Waqat (Lahore) August 24, 1976 (U).

Of late the relationship between the teacher and the student has weakened sharply. At present little love or respect is lost between teachers and the students. The responsibility of teachers is greater than that of the students in this matter. The teachers havelost all sense of duty and responsibility. They while away their time either gossiping in the class-room or stay away from the class. The teachers advise the students to read guess papers, test papers, and guides. In the examination halls they allow the students to use unfair means.

The results is that the students pay no attention to their textbooks and trust that they will be allowed to make use of note books in the examination halls. There are the factors that have made a mess of our educational institutions.

57. ALI, Sardar. Bunyadi Ta'aleem Aur Asateza Ki Zimmedari (Basic Education and Teachers' Responsibilities) --- Imroz (Lahore) July 23, 1976 (U).

Primary education, which has been regarded as basic education, has a great impact on the future life of a child. A child instinctively learns from his surroundings without discriminating between good and bad. So, the responsibility of providing good and healthy surroundings to the pupils in the class-room lies on the teacher. If, unfortunately, the child sees his teacher behaving badly or irresponsibily in the class-room or anywhere else in the school, he will try to emulate his example. This attitude of the teachers would not help improve the standard of education. The teachers should, therefore, be strictly on their guard against any sort of misbehavior especially in the primary classes.

58. Code of Ethics far University Teachers --- The Varsities (Karachi) Vol. 1(3): 29-32. May-June, 1976.

The Study Group on Teacher's Problems had recommended that a code of ethics be framed for the university teachers. The Government resolution on the grant of national pay-scales had also observed that the code should be gradually and progressively evolved with the cooperation of teachers. This code was to insure that the teachers uphold the dignity of their profession and fulfilled their professional obligations. But code of ethics that is being drafted is more in the nature of a manual of guidance for teachers than a legal code of professional conduct.

The ethical concepts of professional conduct as enunciated in the proposed code are briefly mentioned under the headings: 1) dealing with the public; 2) dealing with the students; 3) dealing with fellow teachers; 4) dealing with the parents of students; 5) dealing with the administration; and 6) professional obligations.

59. Exodus of Teachers --- The Varsities (Karachi) Vol.1(3):2-3. May-June, 1976.

Our country is now facing serious brain drain problem. The

rate at which qualified and trained people are leaving the country is alarming, and the universities have been the worst suffers for it. It had taken the older universities a long time to build their staff potential in their faculties, but now they are losing it at a great speed. The reasons for the brain drain are many, such as attractive job opportunities outside the country and lack of facilities of research and advancement of knowledge within the country.

It is, of course, difficult to check the brain drain completely in any democratic system, but it can be controlled and regulated. Experience has shown that normally man prefers to live in his own country if only a minimum of certain conditions is met. It is for the government to provide these conditions. Some of the measures are pointed out for checking the brain drain.

60. KAZMI, Hasnain. Qaumi Zindagi Aur Ta'aleem (National Life and Education) --- Jang (Rawalpindi) July 8, 1976 (U).

There is no denying the fact that teacher play the most important role in education. They, therefore, deserve the highest status in the educational heirachy. Although they have now been given a better status on the whole, yet those at primary and secondary levels are still suffering from neglect in matters of both pay and status. The following suggestions may prove helpful in bettering their conditions: 1) Service conditions should be made so attractive as to attract the best brains of the country to this profession from primary to higher levels. Only merit should count for selection. 2) Teachers should be encouraged in their research work and should be provided with proper resources. 3) The strength of a class should be moderate enough to be handled by a teacher easily and effeciently. 4) Academic year should be of a permanently fixed and specified duration, and examinations should be held on scheduled time.

61. KHAN, Hidayatullah. Asateza Kay Masa'il (Teachers' Problems) --- Mashriq (Lahore) July 21, 1976 (U).

At present no fewer than twenty five percent of male and female teachers in the government college have come from the private colleges that were nationalized a few years ago. They had to appear before the Public Service Commission before they were

absorbed in the government colleges on initial basic salary. Unfortunately, however, their previous services, which ranged from one to twelve years, went unrecognized for the purposes of salary and seniority.

According to statistics, some of these lady teachers have been working as lecturers, since before the establishment of One Unit in West Pakistan. It is unfair that lady teachers do not get the same benefits in government colleges as their male counterparts. The following suggestions are worth noting: 1) These lecturers who belonged to private colleges and are now working in government colleges must get the benefits of their previous services. 2) The demands of the lecturers appointed on ad hoc basis should be accepted. 3) The lady lecturers who have put in five years' regular service should be confirmed in their posts.

62. KHAN, Hidayatullah. Sarkari Kalligon Kay Asateza Kay Masa'il (Problems of Teachers in Government Colleges) --- Jang (Rawalpindi) August 4, 1976 (U).

The teachers of Government colleges throughout the country are up against a number of vexing problems: First comes the problem of their promotion to the next grade. They have been working in government colleges on a permanent basis for quite a long time in the same grade. Similar is the plight of women teachers of the government colleges. Some of these teachers have spent as many as twenty-one years as lecturers. A few of them have got doctorate in their subjects. This attitude of the government has naturally created resentment among the neglected lecturers. Following are some of the suggestions for solving these problems: 1) Al teachers who were lecturers in private colleges prior to nationalization, and are now working in government colleges should be given all benefits. 2) All ad hoc lecturers should be immediately declared permanent. 3) More women lecturers working in government colleges should be awarded grade 18. 4) Five years of confirmed service should be deemed sufficient for the promotion of a lecturer to grade 18.

63. KHAN, Nawab Allah Nawaz. Hamaray Ta'aleemi Taqazay (Our Education Imperatives) --- Mashriq (Lahore) August 12, 1976 (U).

The maintenance of a close and sympathetic relationship between the teacher and the taught is the first requisite of standard

education. At the moment no such relationship exists in our educational institutions. Teachers being the beacon light to their students, have to show their students the right path and present themselves to them as a model for the future.

Unfortunately, however, majority of our teachers have confined themselves to the class-rooms and textbooks. They do not mix with the students and talk with them freely. If the teachers are sincere, honest, and patriotic,there is no reason why the students should feel themselves drawn to them.

64. RIZVI, Nasir. Talaba Kay Kirdar Ki Tashkeel Mein Asateza Ka Hissa (Teachers Role in Character-Building of Students) --- Imroz (Lahore) July 16, 1976 (U).

One of the most important duties that a teacher is expected to perform is to take keen interest in the character-building of his students. But most of the teachers in our country are ignorent of the responsibility that lies on them in this field.

It is of supreme importance that a teacher must be fully trained and disciplined. At present there are few teachers who have mastered the art of communication and are able to make themselves clearly and quickly understood by the students. It is, therefore, necessary that they should make themselves fit to do the work expected of them. Unless our teachers set their personal example of honest and efficient work before their students, our system of education will remain a grand but futile excercise.

65. SIDDIQUI, Ajmal. Hamaray Asateza (Our Teachers) --- Jang (Rawalpindi) September 3, 1976(U).

The teacher holds the key position in the system education. It is he who makes or mars the personality of the student. That is the reason why the profession of teaching is held in suchesteem in the developed countries. Teachers there occupy the highest position and their living standard is enviable. Only the highest qualified people are admitted to this profession.

In our country, however, anyone who is unfit for any job takes to the profession of teaching. Now that the salary has been raised, it is not too much to hope the teachers would take their job seriously. Unfortunately, our teachers spend little of

their time in research work. Most of them take the help of printed notes while teaching the students. They do not take the trouble of preparing their own lectures. The result is obvious.

66. ZIA, Ziaur Rahman, Asateza Aur Unkay Motalbaat (Teachers and their Demands) --- Jang (Karachi) May 21, 1976 (U).

Teachers in Pakistan are still the worst paid employees as compared even to those of some of the Third World countries. Although the government has recently made some efforts to meet their demands for a rise in their pay and status, much still remains to be done. Most of the college teachers, particularly those who are known as N.D.V.P., are working on temporary basis. Their services may be terminated any time at the sweet will and pleasure of the authorities. They remain deprived of all other benefits enjoyed by the regular teachers. This situation has naturally created a sort of despondency among them. If this state of affairs continues for long, the sufferers will be the students, because such teachers will lose interest in teaching and will be driven to resort to political agitation. The best thing to do now is to satisfy their genuine demands as soon as possible and thus save our education from further detrioration.

TEACHING METHODS AND MEDIA

67. RASHED, Shamsul Islam. Urdu Zariya-e-Ta'aleem (Urdu Medium of Instruction) --- Jang (Karachi) May 18, 1976 (U).

It is a matter of great regret that even after twentyeight years of independence the medium of instruction in our institutions is a foreign language. There is no denying the fact that the scret of progress and prosperity of a country lies in education and especially that which is imparted in the mother tongue. That is the case in most of the developed countries of the world. The students there are taught in their own languages. China and Japan, two of the great countries of the East, have never adopted any foreign language for this purpose. It is, therefore, in the best interest of the country that the authorities in Pakistan give immediate attention to this important problem and switch over to Urdu as the medium of instruction from the primary to the university

level. Any more delay in taking the decision will only add to the problems of our education.

TECHNICAL EDUCATION

68. ANSAR, Sohail. Fanni Ta'aleem (Technical Education) --- Hurriyat (Karachi) May 18 (U).

The present curriculum for technical education was introduced about twelve years ago. It cannot obviously cope with the changed conditions of the present time. The syllabus of practical training requires drastic changes. The most unfortunate aspect of the technical institutions is that the majority of the teaching staff there is untrained. Trained teachers are a must in technical education as in other branches of education. Necessary training will help them to teach the students methodically.

The Sind Board of Technical Education should hold all the three examinations under its own supervision. The present practice of getting the students examined by the managements of the institutions themselves is undesirable. The Board should also call for the report of every semester from the management.

69. AWAN, Sardar Bahadur. Technical Education --- The Sun (Karachi) June 1, 1976.

In our country, where the population is increasing rapidly, there are only a few technical institutions in the city. One of these is the T.T.C. which is equipped with all modern aids of teaching. But it has only 120 seats for evening course. In the session of 1975-76, more than 500 candidates applied for welding training and 400 for wireman's courses, but only 10 and 20 candidates respectively were admitted. In view of the urgency of the situation and the rapidly growing demand for technicians the government should open as many technical institutions as possible and also arrange to start evening classes in all such institutions. This will ease the situation and encourage the students to go in for technical education in greater numbers.

70. FARRUKE. Engineering University --- The Sun (Karachi) June 6, 1976.

After the experience of three semesters at the Engineering University, I feel I am in a position to point out some irregularities which directly concern many students. Right from the beginning, the schedule was completly neglected. While a semester means a teaching period of 16 weeks, it was observed that some classes finished within 14 weeks and others continued for as many as 18 weeks. In the case of those that finished in 14 weeks, the courses were either rushed through or abridged. Thus killing the very essence of the semester system. Those finishing in 18 weeks must have taken it easy. Consequently, the whole schedule for the year 1975-76 was completely upset. It is imperative that all departments should strictly adhere to the schedule. It seems nobody cares to see to it that teaching is done according to the syllabus. There have been instances where two sections of the same class were taught entirely different topics.

71. GURANANI, Chandan. Engineering Education and Industry in Pakistan --- The Varsities (Karachi) Vol.1(3): 13-16. May-June, 1976.

Education in general, and technical education in particular, have received a great impetas in Pakistan in the recent past. Although much has been done and is still being done to expand technical education, few efforts seem to have been made to improve its quality and standard. Engineering education in our country has failed to keep pace with the advancement of technology. No proper, organized survey has been carried out on engineering manpower, its future requirements, and the national resources for meeting the demand. The problem of engineering manpower in Pakistan does not lie merely in its numerical strength, but also in its proper distribution and allocation according to the needs of the national economy.

The subject is discussed in some detail under the headings: 1) aptitude and interests; 2) exciting possibilities; 3) practical side; 4) stratification; 5) periodic evaluation; and 6) special activities.

72. HUSAIN, Akhtar. Technical Education --- Dawn (Karachi) April 30, 1976.

It was announced in January last year that a new scheme of studies for giving a vocational bias to secondary education

would be introduced throughout the country. It was proposed that every student would be required to study one vocational subject and also undergo training in civil defence and first aid. The vocational subjects listed in the scheme were divided into five categories: general, commerical, agricultural, industrial, and home economics. How far the scheme has succeeded is not known. In Sind, where the new course was introduced from Class VI to Class VIII in more than a thousand schools, not even 25 per cent of the institutions had such elementary facilities as trained teachers, tools, and books. One of the main constraints on our academic sector has been and continues to be the paucity of financial resources.

TEXTBOOKS

73. NASRULLAH, Nusrat. Scarcity of Textbooks --- Morning News (Karachi) July 10, 1976.

The most tragic aspect of our educational system has been the fact that there has always been a book famine. Both text and general books have been in short supply at all levels of education, and especially at the higher levels, A very serious problem for the students has been the persistent shortage and prohibitive prices of the books in the market. What is, therefore, urgently needed is to make the textbooks and general books readily and cheaply available to the students at all levels.

The shortage of textbooks is a problem that regularly recurs every year at the beginning of the academic session. The education authorities should look into the matter and solve the problem as early as possible.

GENERAL

74. AHMAD, N.D. Why Moral Education? --- Pakistan Times (Rawalpindi) July 18, 1976.

The honor system that held for so long the pride of place especially in American universities is now breaking down. The essence of an honor system, is self-rule of the students. Its most important feature is not only the personal commitment by the students to honest behavior, but also the duty of bringing to the notice of Honour Committee its violation by others. In

a survey it was found that 30 per cent of the final year students had cheated in examinations, and 70 per cent watched this happen without reporting. It was, however, anticipated that traditional honour codes would survive only in smaller institutions or the military academies.

The alleged discovery of a 'parallel university' at Lahore issuing bogus certificates, the news of the murder of Principal, and the refusal by the invigilators to perform their duties for fear of death show how alarming the situation has become. In spite of all this misbehavior, the pass percentage in Board examinations has ever remained very low.

75. GHAZNAVI, Khalil Ahmad. Karachi Kay Ta'aleemi Masa'il (Educational Problems of Karachi) --- Jang (Karachi) May 26, 1976 (U).

Karachi is a metropolitan city of Pakistan. The problems that the people of this city are facing are manifold. In the educational field the students and their parents have to undergo one ordeal after the other right from the admission of the student to the procurement of the textbooks.

The number of primary and secondary schools remains static, while the number of children is increasing. The result is that many a youthyearning for learning finds the doors of the school shut to him. The same is true of the Medical and Engineering Colleges. Female students are the worst sufferers in this case. The number of institutions specifically meant for them is so small that majority of them fail to get admission and have to give up studies altogether. The lot of the medical and engineering students is no better. The number of these institutions is limited, while the number of candidates for admission is rising every year. The authorities should pay immediate attention to these problems.

76. KAZMI, Hasnain. Hamara Nizam-e-Ta'aleem (Our System of Education) --- Jang (Rawalpindi) July 29, 1976 (U).

Even after thirty years of independence, our system of education remains as obsolete and futile as ever. Every Government that came to power in the past, announced so-called revolutionary reforms, but did nothing to put them into practice. The reason is that we never realized the importance of education in the life of an individual or nation.

Majority of our population is illiterate. No serious efforts

have been made to introduce adult education in rural areas. Schemes and plans are, of course, there but they exist only on paper. Most of our students are not serious about their studies. They pass examination by using unfair means. All they do before the examination is to run through prepared notes and printed answer papers. Cheating has become a common practice in examination halls. Only stern measures thoughtfully devised and rigorously enforced, can arrest the rot that has set in with the passage of time in our system of education.

77. KAZMI, Hasnain. Ta'aleemi Taattul Aur Talaba (Education Deadlock and Students) --- Jang (Rawalpindi) july 20, 1976 (U).

It is, of course, satisfying to see that during the last few years more opportunities have been provided for the acquisition of knowledge, and the number of students has increased tremendously. But, unfortunately, discipline in the educational institutions has deteriorated to a remarkable extent, and the standard of teaching has fallen. This situation has brought disillusionment to the students. Demands, demonstrations, and protests have become common occurance among the student community. What it, therefore, needed is a revolutionary change in the whole system. On the one hand students should realize their appointed role in life and give up dabbling in politics, and on the other hand teachers should try to wean their wards from this mischief and make learning an attractive pursuit for the students. The basic defect in our teachers is that they are not honest in their profession. They have failed to make the students conscious of the need and worth of education. Every now and then educational institutions are closed because of uncalled for demonstrations and protests by the student community. This should stop, and parents and teachers can do much in this connection by persuation, argument, sometimes by discreet use of force.

78. OSMUND, B.A. 'Tunnel' View of Education --- Morning News (Karachi) August 17, 1976.

Esthetic education means education to appreciate the beautiful. A teacher esthetically trained is the best person to teach the young. Possessing a wide range of vision, he educates others esthetically. Because of an impoverished acquaitance with the meaning of education, many teachers and parents really educate

the younger generation on wrong lines.

The young ones are being initiated into the type of schooling and education their parents and the teachers had. A stern pedagogue believes that education means gathering data and preparing for examinations. Not being able to create a congenial atmosphere in the school and in the class-room, such a teacher becomes an object of ridicule among the pupils.

Under such inhuman teachers many youth give up school. Several school dropouts testify today that their school life was uninteresting and unpleasant, and that their teachers were boring. If esthetic education is emphasized in the school curriculum activities, school life can become interesting to the youth.

79. SHAH, Ghulam Shabbir. Hamara Ta'aleemi Meyaar (Our Standard of Education) --- Nawai Waqt (Lahore) September 4, 1976 (U).

We cannot expect good results in the examinations so long as the medium of instruction remains English. It is unfortunate that despite strong protests from many learned quarters, the medium of instruction remains unchanged. Nowhere in the world the medium of instruction is a foreign language. How can we expect a child to come out in the examinations with flying colors when he is forced to read his books in foreign language. Secondly, educational institutions seldom send any report on the progress of the students to their parents.

No relationship worth the name exists between the teachers and the students. Neither the first party takes any interest in the second party, nor the second party cares for the first. There are other factors too that have pulled down the standard of education in the country. The use of guess papers and test papers is common, and the resort to unfair means in examination centers has become the order of the day. Invigilators are lenient to the extent that they gladly allow the students to carry with them books and notes in the examination centers. To make the matters worse, both the teachers and the students have developed the habit of tampering with politics.

HIGHER EDUCATION (Special Section)

80. ABEDI, Razi. Falling Academic Standards in Universities --- Pakistan Times (Rawalpindi) September 5, 1976.

The opening of separate research institutes by the university has shut the door of research upon the teachers who want to undertake research work. On the one hand, our teaching departments kept from undertaking research and on the other hand, teachers cannot claim promotion if they have no research to their credit.

Another cause of deterioration in the academic standards is the indifference, apathy and irresponsibility on the part of senior scholars. They have no sense of commitment, or accountability. They only know how to shift their burden to somebody else's shoulder. The profession of teaching, as such, should be given equal importance at all levels. Without good teaching there can be no good students or good research.

81. ALI, Aurangzeb. Punjab University Mein Ta'aleemi Inhetaat (Educational Deterioration in the Punjab University) --- Mashriq (Lahore) July 30, 1976 (U).

It is obvious that the standard of education in the country has fallen considerably. As in other educational institutions, the standard of the Punjab University is on the decline. Thanks to petty politics among the teachers, the University has lost its former halo of glory and respect.

It is unfortunate that the teachers have dragged the students into politics. Another disquieting feature is that no teacher of the Punjab University has done any research work for the last fifteen years or so. They are not sincere to their profession. The result of the rotation system introduced a few years ago is practically nil.

82. ALI, Sarwat. Kallijon Mein Dakhlay (Admissions in Colleges) --- Jang (Rawalpindi) July 17, 1976 (U).

It has become an yearly routine that as soon as the result of matriculation examination is announced, the scramble for admission to colleges starts with full fury. This is so because most of the colleges refuse to admit those students who have secured second or third division. The so-called good colleges prefer only those students who have secured at least 80% marks in science group and 70 to 75 per cent marks in humanities. This condition is unnecessary and harsh too. Those who get a lower percentage of marks also have the right to higher education. College managements should disabuse their minds of the false motion that only high rankers can aspire for higher education.

It largely depends on the concerted efforts of the teachers and the management to raise the standard of education in the various institutions of the country.

83. ALI, Mushtaq. The University of Islamabad --- Dawn (Karachi) April 14, 1976.

Education is the most potent means for national development and consolidation. It demands and deserves highest priority in terms of financial allocation for undertaking and executing ambitious plans. The University of Islamabad, at present faced with paucity of funds, is completing its constructional projects. Direct intervention by the Government in the probing of this important aspect would ensure acceleration of the work and provision of additional funds to keep the pace of development going in this institution. Another factor that has posed a serious threat to the University, is the housing accommodation for the staff. Strictly speaking, it is not merely difficult but almost impossible to attract talented scholars without assuring them of the basic amenities of life. In fact creative thinking cannot prosper unless research workers are relieved of their day-to-day problems.

84. Bureau of Educational Planning and Development. Statistics of University Education 1968-69 --- In: Statistics on University Education 1968-1974, 3-10. Islamabad, Bureau of Educational Planning and Management, 1976.

The statistical report compiled by the Bureau covers the information on university education during 1968-69.

There are seven tables showing: 1) the number of students and teachers in the universities of Pakistan; 2) enrolment in the universities of Pakistan by faculty, level of course, and sex; 3) teaching staff in the universities of Pakistan by status and sex; 4) the number of teachers in the general universities by status and sex; 5) the number of teachers in the general universities by faculty and sex; 6) the number of teachers in the Agricultural University, Lyallpur, by status, qualifications, and sex; and 7) the number of teachers in the University of Engineering and Technology, Lahore, by status, qualifications, and sex.

85. Bureau of Educational Planning and Development. Statistics of University Education 1969-70 --- In: Statistics on University Education 1968-1974, 13-20. Islamabad, Bureau of Educational Planning and Management, 1976.

The statistical report compiled by the Bureau covers the information about university education during 1969-70.

There are seven tables showing: 1) the number of students and teachers in the universities of Pakistan; 2) enrolment in the universities of Pakistan by faculty, level of course, and sex; 3) teaching staff in the universities of Pakistan by status and sex; 4) the number of teachers in the general universities by status and sex; 5) the number of teachers in the general universities by faculty and sex; 6) the number of teachers in the Agricultural University, Lyallpur, by status, qualifications, and sex; and 7) the number of teachers in the University of Engineering and Technology, Lahore, by status, qualifications, and sex.

86. Bureau of Educational Planning and Development. Statistics of University Education 1970-71 --- In: Statistics on University Education 1968-1974, 23-30. Islamabad, Bureau of Educational Planning and Management, 1976.

The statistical report compiled by the Bureau covers the information about university education during 1970-71.

There are seven tables showing: 1) the number of students and teachers in the universities of Pakistan; 2) enrolment in the universities of Pakistan by faculty, level of course, and sex; 3) teaching staff in the universities of Pakistan by status and sex; 4) the number of teachers in the general universities by status and sex; 5) the number of teachers in the general universities by faculty and sex; 6) the number of teachers in the Agricultural University, Lyallpur, by status, qualifications, and sex; and 7) the number of teachers in the University of Engineering and Technology, Lahore, by status, qualifications, and sex.

87. Bureau of Educational Planning and Development. Statistics of University Education 1971-72 --- In: Statistics on University Education 1968-74, 33-40. Islamabad, Bureau of Educational Planning and Management, 1976.

The statistical report compiled by the Bureau covers the information about university education during 1971-72.

There are seven tables showing: 1) the number of students and teachers in the universities of Pakistan; 2) enrolment in the universities of Pakistan by faculty, level of course, and sex; 3) teaching staff in the universities of Pakistan by status and sex; 4) the number of teachers in the general universities by status and sex. 5) the number of teachers in the general universities by faculty and sex; 6) the number of teachers in the Agricultural University, Lyallpur, by status, qualifications, and sex; and 7) the number of teachers in the University of Engineering and Technology, Lahore, by status, qualifications, and sex.

88. Bureau of Educational Planning and Management. Statistics of University Education 1972-73 --- In: Statistics on University Education 1968-1974, 41-119. Islamabad, Bureau of Educational Planning and Management. 1976.

The statistical report compiled by the Bureau covers information about university education during 1972-73

There are 32 tables in all. The first table gives a summary of the number of students and teachers in the universities of Pakistan. Under the head of"Enrolment," there are given 11 tables showing enrolment position by province and level of course by sex. There are 9 tables under the head "Enrolment by level, subject, grade and sex". These 9 tables provide information by university. Statistical information about teachers is provided in the subsequent 4 tables about the teaching staff by status, qualifications, and sex both in the general universities and in the universities of agriculture and engineering. The last 7 tables give information about the staff by faculty, department, sex, and university.

89. Bureau of Educational Planning and Management. Statistics of University Education 1973-74 --- In: Statistics on University Education 1968-1974, 121-193. Islamabad, Bureau of Education Planning and Management. 1976.

The statistical report compiled by the Bureau covers the information on university education for the year 1973-74.

There are 31 tables in all. The first table provides a summary of the number of students and teachers in the universities of Pakistan. Under the head "Enrolment" there are 10 tables giving

enrolment position by province, level of course, and sex. There are 9 tables under the head of enrolment by level, subject, grade and sex. In another 9 tables information is provided by university. Information about teachers is contained in the subsequent 4 tables that give statistics of teaching staff by status, qualification, and sex both in the general universities and in the universities of agriculture and engineering. The last 7 tables give by university information about the teaching staff by faculty, department, and sex.

90. DUTT, Azim. Government Degree Kallij Mirpur Kay Masa'il (Problems of Government Degree College, Mirpur) --- Jang (Rawalpindi) August 20, 1976 (U).

The Government Degree College, Mirpur, is the oldest and the biggest institution in Azad Kashmir. About one thousand male and female students are on the role of this college. The college consists of two blocks, one for Science and the other for Arts. The science block remained occupied by the high school for about eight years. Even now secondary classes are held there. The science block of the college is housed on the groundfloor, and high school classes are held on the first floor. The college students rightly complain that this arrangement has become a nuisance for them.

Another problem that the students are up against is the paucity of teachers in the degree college. They have time and again drawn the attention of authorities toward this problem but nothing has been done in this behalf. This indifference on the part of the authorities has added to the unrest among the students.

91. EFFINDI, Iqbal. Pakistan's Open University --- Dawn (Karachi) April 25, 1976.

A People' Open University was established in May, 1974 at Islamabad to provide part-time educational facilities through correspondence courses, tutorials, seminars, workshops, laboratories, television and radio broadcasts, and other mass communication media. The Open University started working only last year. At present it is providing facilities for the teaching of modern languages, teachers' training courses, and adult literacy program.

According to the Vice-Chancellor of the University, it was not designed to replace the formal education system, nor could it

do so. It would complement and supplement the work of existing educational institutions.

The Open University is fundamentally different from the conventional universities and institutions is a much as it has broken away from many traditions. Some of its characteristics are: a) Systematic study of correspondence texts by the students at their homes; b) regular hearing and viewing facilities of radio and television lesson programs at the study centers; c) written assignments and final written examination, and practical work with special home experiment kits under the supervision of regional centers; and d) contact with counsellors and tutors at the study centers. The Open University is at present supporting, in its first phase, the existing literacy programs in the countryside. The task of the Open University is complex and phenomenal. The success of the programs depends on soft-ware expertise and technical hardware from advanced countries. The national resources that the university can draw upon are, however, limited.

92. KHAN, Abad Ahmad. Facts and Figures about Higher Education in Pakistan --- The Varsities (Karachi) Vol. 1(4): 26-29. July-August, 1976.

The statistical information compiled by the University Grants Commission mainly concerns the employment of teachers in the universities. Some information is also provided about enrolment and student-teacher ratio.

In all there are six tables showing: 1) Universities' teaching staff by post, along with percentage of the total strength of each for the year 1973-74; 2) universities' teaching strength by post/faculty, along with its percentage to the total strength for 1973-74; 3) full-time teaching staff for the years 1970-71, 1971-72 and 1973-74, and also part-time teaching staff for the year 1973-74 of all the universities of Pakistan; 4) constituent colleges' enrolment, teaching staff, and student-teacher ratio of all the universities by sex for the year 1973-74; 5) all affiliated colleges and their enrolment, teaching staff, and student-teacher ratio, by type of university, college, and sex for the year 1973-74; and 6) all university enrolments, teaching staff, and student-teacher ratio by faculty and sex for the year 1973-74.

93. KHAN, Abad Ahmad. Higher Education: Facts and Figures --- The Varsities (Karachi) Vol. 1(3): 33-37. May-June, 1976.

Information is provided about the establishment, teaching

departments, constitutent colleges, affiliated colleges, and federal institutions in the different universities of the country.

The first table provides information about the universities and their institutes together with the name of the university, location, year of establishment, type and number of teaching departments, number of institutes, number of constituent colleges, and number of affiliated colleges. The second table provides, by faculty, information about teaching departments of the Punjab University, Sind University, Peshawar University, Karachi University, Baluchistan University, Islamabad University, Gomal University, People's Open University, Multan University, Bahawalpur University, Agriculture University and University of Engineering and Technology, Lahore. The third table presents a picture of the federal institutes in the universities of Pakistan.

94. KHAN, Abdul Hashim. University of Peshawar --- The Varsities (Karachi) Vol. 1(3): 7-12. May-June, 1976.

The University of Peshawar was established in 1950. It has the distinction of being the first university which came into being after the creation of Pakistan. The history of the University of Peshawar dates back to 1913 when Islamia College, Peshawar, was founded by the late Sahibzada Sir Abdul Qayyum. A brief history of the development of the Peshawar University is presented, and it is shown when new departments were opened and new subjects were introduced. At present special attention is being given to the development program with a view to increasing work space, providing additional equipment, and constructing residential accommodation for staff and students.

A list of constituent colleges and affiliated colleges is provided at the end.

95. LASKAR, M.I. Colleges with Zero Results --- Morning News (Karachi) September 19, 1976.

The results of the intermediate annual examination of the Board of Intermediate and Secondary Education, Peshawar, announced this week, give interesting data on the progress, or more precisely, the retrogress of education. According to the results, 3,318 students out of 13,644 passed the examination with a total percentage of a little over 24. The number of failures is 10,326 students, which means a wastage of at least Rs. 2,000 per student spent by his

family, plus Rs. 5,000 spent by the Government on his education in a year. But in terms of education the loss is colossal. This happens in spite of fantastic increase in the allocations for the education sector, the increase in the number of institutions, the provision for better physical and academic facilities, and the increase in the emoluments of the teaching community. None of these factors helped to improve the situation in terms of examination results. The situation is getting worse every year. One of the factors responsible for this grievous situation is the inefficiency, carelessness, and indifference of the teaching community.

96. Projects and Activities of University Grants Commission --- The Varsities (Karachi) Vol. 1(3): 17-26. May-June, 1976.

The new education policy had proposed the establishment of a University Grants Commission in order to coordinate the academic programs of the universities to develop their faculties, and to serve as a buffer between the government, the bureaucracy, and the university administration. The Commission was established in 1973. The Commission had conceived an elaborate program of development for the universities that included the improvement and enrichment of life and academic environment in the campuses.

The program was divided into various viable projects, and separate funds were provided for each. The activities of these projects are mentioned under the headings: 1) centers of excellence; 2) different centers; 3) national academy of higher education; 4) curriculum development; 5) promotion of research; 6) research fellowships; 7) travel grants; 8) visiting professorship and UGC chairs; 9) popular and extension lectures; 10) teacher exchange program; 11) short courses by subject experts; 12) summer seminars; 13) educational meetings and conferences; 14) development of libraries; 15) book banks; 16) textbooks; 17) public libraries; 18) goodwill missions of students; 19) cultural activities; 20) development of sports; 21) information and documentation; 22) UGC journal "The Varsities"; 23) semester system; and 24) study groups.

97. REHMAN, Inamur. University of Karachi --- The Varisties (Karachi) Vol. 1(4): 16-22. July-August, 1976.

With independence came a consciousness of the importance of education which, in its turn, for the establishment of new

universities in the various cities. Among these, the first to be established was the University of Karachi, which was established in 1951. The University of Karachi is an affiliating, examining, and teaching body, and its territorial jurisdiction extends only to the limits of the city of Karachi. Honours and post-graduate teaching and research are directly under the control of the university, while teaching of pass courses and technical courses is done at the affiliated colleges.

The details of the working of the university in its historical prospective are described under the headings: 1) Enrolment; 2) teaching departments and institutes; 3) semester system; 4) merit awards for students; 5) teaching staff; 6) research; 7) library; 8) medium of instruction; 8) vice-chancellors; 9) physical development; 10) student bodies; 11) collaboration with foreign universities; and 12) silver jubilee celebrations. At the end a list of affiliated colleges and institutes of the University of Karachi is given.

98. Selected Recommendations of a Study Group on Student Problems in Universities --- The Varsities (Karachi) Vol. 1(4): 30-32. July-August, 1976.

The University Grants Commission set up a Study Group in 1974 to examine the students' problems. The Study Group circulated a questionnaire to solicit views of the students, teachers, administrators, parents, and other interested sections of the people. The written questionnaire was followed up by visits. The group viewed the students' problems in the light of physical facilities of the universities, such as financial resources, libraries, scientific equipment, hostels, etc. The various aspects and causes of indiscipline among the students were examined in detail. The recommendations include proposals on academic standards, admissions, examinations, teacher selection criteria, etc.

Selected recommendations are listed under the heads: 1) general, 2) admissions, 3) examinations, 4) teachers, 5) libraries, 6) hostels, 7) mess arrangements, 8) medical inspection, 9) student unrest, and 10) administration.

99. SIDDIQUI, Sabih Ahmad. People's Open University --- Dawn (Karachi) May 6, 1976.

Pakistan's Open University will prove a boon to the people if it fulfils its promises. The Vice-Chancellor admits that the formal

education system usually shuts its door on the individuals desirous of improving their academic achievements and skills by working for higher diplomas and degrees. The characteristic features envisage "systematic study of correspondence texts by students at their homes." It is suggested that as long as the People's Open University is unable to begin correspondence courses in foreign languages, the courses conducted by the private institutes like Pakistan Academy of Languages and National Institute of Public Relations in Islamabad should be given recognition by the People's Open University. If this is not possible the Open University should start conducting examinations for external candidates who already know French, German and Hindi languages.

100. ZAKI, W.M. The Role of People's Open University --- The Varsities (Karachi) Vol. 1(4): 11-15. July-August, 1976.

The People's Open University is uniquely placed to help national effort in eradicating illiteracy from the country. Whatever qualitative resources of literacy or semi-literacy are available in the country will be tapped through a variety of teaching stretegies including the aid of the virtually unutilized potential of mass-media facilities. While accepting the premise that universal literacy is the ultimate goal, the People's Open University also aims at improving the forms of living and enhancing output.

The role of the People's Open University is discussed in some detail under the headings: 1) educational facilities - population pressure, inadequacy of the formal system, need for lifelong education; 2) People's Open University and other universities; 3) cost saving features; 4) main clientele; and 5) challenge and opportunity.

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WRITERS' INDEX

ABBAS, Zafar, 19

ABEDI, Razi, 37

ABID, Syed Mazhar Ali, 13, 17

AFZALUNNISA, Begum, 17

AHMAD, Kamaluddin, 4

AHMAD, Khurshid, 26

AHMAD, Mahboob, 1

AHMAD, Mohammad, 11

AHMAD, Mohyuddin, 26

AHMAD, Nasir, 4

AHMAD, N.D., 34

AHMAD, Pervez, 18

AHMAD, Riaz, 11, 13, 14

AHMAD, Sajjad, 22

AHMAD, Salim, 7

AHMAD, Zahoor, 25

AIMI, Masih, 14

AKBAR, Ehsan, 4

ALI, Ahmad, 15

ALI, Aurangzeb, 38

ALI, Mushtaq, 39

ALI, Sardar, 27

ALI, Sarwat, 38

. Syed Nasir, 19

AMINUDDIN, 12

ANSAR, Sohail, 32

AURANGZEB, 9, 20

AWAN, Sardar Bahadur, 32

AZIZ, A, 12

BALOCH, N.A., 8

BALOCH, Nasim, 20

BARLAS, Masoodul Hasan, 9

BHATTI, Mohammad Farooq, 24

BIRJIS, Sitara, 5

BISMIL, Mumtaz Hussain, 9

BUKHARI, Ghulam Husain, 22

DUTT, Azim, 42

EFFENDI, Iqbal, 42

FARRUKE, 33

GHAZNAVI, Khalil Ahmad, 35

GURNANI, Chandan, 33

HUSAIN, Ahmad, 8

HUSAIN, Akhtar, 33

HUSAIN, Manzoor, 18

JAMAL, Anwar, 10

JAVED, Arshad, 17

KHALIL, Anwar, 24
KHAN, Abad Ahmad, 43
KHAN, Abdul Hashim, 44
KHAN, Hidayatullah, 28,29
KHAN, M. Nusrat, 1
KHAN, Nawab Allah Nawaz, 6,29
KAZMI, Hasnain, 5,28,35,36
LASKAR, M.I., 45
MAHMOOD, Akhlaq, 2
KHURSHID, Khalid, 21
MURTAZA, K.G., 6
NASRULLAH, Nusrat, 23,34
NIAZI, Mohammad Aslam, 15
NISAR, Naushaba, 1
OSMUND, B., 25,36
PERVEEN, Nuzhat, 13
QUADRI, Mohammad Shabbir Ahmad, 7
RASHED, Shamsul Islam, 31
RASHID, Mohammad, 21
REHMAN, Inamur, 45
RIZVI, Nasir, 16,30
SHAH, Ghulam Shabbir, 37
SIDDIQUI, Ajmal, 30
SIDDIQUI, Sabih Ahmad, 46
SIDDIQI, Sanaul Haq, 23
TEMERKHELI, Saeeda, 3
USMAN, Mohammad, 10
YOUSUF, Samina, 2,
ZAKI, W.M., 47
ZIA, Ziaur Rahman, 31

-----oOo-----